



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

subject. In high-school physics there has been particular need of scientific inquiry in order to help solve many of the vital questions arising, such as the proper relation of laboratory to recitation work, how best to meet the needs of the majority of the students, and various other problems dealing with the equipment necessary for carrying on good work. Dr. Camp, in a recent study,¹ has derived scales for measuring the results of physics teaching, hoping thus to enable more definite evidence to be brought to bear on some of the foregoing problems.

Taking as the aims of physics teaching in the high school both knowledge of the fundamental principles and the ability to put this knowledge into use in everyday life, the author has selected and formulated exercises, the correct handling of which involves the ability specified. The study limits itself to three important phases of physics teaching, namely, mechanics, heat, and electricity and magnetism, dealing only with those facts, principles, and laws which are commonly taught in the high school. In order to make the test exercises as objective as possible, the best principles yet evolved for the measurement of physics information were used as requirements for all the exercises.

The problems range from simple to more and more complex, thus enabling one to find the relative ability of any individual or group of individuals. In the evaluation of this test material the relative difficulty of any test exercise was determined by the percentage of pupils who solved it correctly, regardless of the amount of time required. This method, of course, assumes that the distribution of physics abilities, of which the exercises are a measure, conforms to the normal curve of frequency. This assumption is justified by the results of the preliminary tests, which were given to 3,500 boys and girls in the high schools in Iowa. The relative difficulties having been determined by the preliminary tests, the problems of equal difficulty were then grouped together. Beginning with an arbitrarily selected zero point, the exercises were located on a linear scale, the group of exercises of median difficulty having a scale value of 6.

The scales may be used advantageously, as tests of different types can be readily formed from the scales. Both correct and incorrect answers are given for each problem, as well as the average time required for its solution. Tentative standards have already been worked out for the Iowa high-school children. The scales will be of value in the measurement of achievement in physics in the phases of the subject with which they deal.

SHIRLEY HAMRIN

Religious education.—The movement for religious education has received considerable impetus during the last few years. The general awakening to the necessity for doing something systematically and on a comprehensive

¹ HAROLD LAVERNE CAMP, *Scales for Measuring Results of Physics Teaching*. Studies in Education, Vol. II, No. 2. Iowa City, Iowa: University of Iowa, 1921. Pp. 51.

basis has led to a more careful study of the conditions obtaining in most communities. The attempts to carry on more or less systematic programs of religious training have been subjected to the most critical scrutiny with a view to learning what is proving effective and what is largely unproductive. One of the handicaps to the development of systematic religious education has been the lack of a definite guide in organization and administration. In view of the great need for guidance in formulating the administrative program of religious education, a recent book by Mr. Stout¹ is a timely contribution to the movement. The point of view from which the book is written is expressed concisely in the third paragraph of the author's Preface, which reads as follows:

It seems obvious that the only way to secure the proper functioning of the religious motive in education is to use effectively the educational method in religion. The various problems dealt with in the book have therefore been treated from the educational point of view [p. 9].

The author discusses the social service and educational function of the church. He sets forth the aims of religious education and presents a detailed program for carrying on a comprehensive scheme of religious training. An account is given in detail of the community organizations now existing and of the necessity for developing community week-day schools for the religious work. The most constructive part of the whole discussion, however, is contained in the chapters devoted to the training of teachers, the selection and supervision of teachers, and the management of pupils. The discussions in these chapters are very definite applications of well-recognized educational principles to the field of religious education. The applications are not only educationally sound from the standpoint of pedagogical theory but also very practical and point definitely to specific ends. The account of religious training in church schools and in higher institutions is well handled and contributes materially to the completeness of the work as a whole.

The book is stimulating and will be helpful in giving definite direction to the organization and administration of religious education. It should be a very practical book for students in training for the ministry, and every Sunday-school superintendent and minister of the gospel will find it an indispensable aid in working out their problems of teacher-training for religious work. The book will be valuable to students of secular education in giving a broader view of the application of pedagogical principles to fields of work not ordinarily considered in the study of education.

H. W. NUTT

Lessons in citizenship.—An excellent course of instruction for use by candidates for citizenship is contained in a recent bulletin of the Bureau of Naturalization.² This course consists of a series of six lessons on the Declara-

¹ JOHN ELBERT STOUT, *The Organization and Administration of Religious Education*. New York: Abingdon Press, 1922. Pp. 287.

² RAYMOND F. CRIST, *Federal Citizenship Textbook*, Part III. Washington: Government Printing Office, 1921. Pp. 104.